

**{Brearley Nursery SchoolInsert school
name}**

Business Continuity Plan

**Plan owner: Nishma Patel
~~Chair of Governors~~**
**Plan co-ordinator: Yewande Lawal
~~Head Teacher~~**
**Plan author: Head Teacher Yewande Lawal
~~or nominee~~**

This revision: Version ~~x.x, xx-xx-xxxx~~ Autumn 2024³

Date for review -Autumn 2026⁴

Date for review: xx-xx-xxxx

Contents

Section 1: Introduction	3
1. Background	3
2. Business Continuity Management (BCM) Responsibilities	3
3. Plan Distribution	3
4. Aim	4
5. Scope	4
6. Information Security	7 ⁵⁴⁴
7. Personal Information	7 ⁵⁴⁴
8. Plan Administration	5
Section 2: Activation	7 ⁶⁶
1. Responsibility for Activating the Plan	7 ⁶⁶
2. BCP Activation Checklist	7 ⁶⁶
3. Communication	7 ⁶⁶
4. Roles and Responsibilities	8 ⁷⁷
Section 3: School activities	9 ⁸⁸
1. Assessment of Activities	9 ⁸⁸
2. Dynamic Assessment	9 ⁸⁸
3. Critical Activities	9 ⁸⁸
4. Risk Analysis	18 ⁴²
Appendix A: School Profile	19 ⁴³
Appendix B: Impact Assessment	14

Section 1: Introduction

1. Background

The Council's Business Continuity Management Framework is in line with statutory (Civil Contingencies Act, 2004 guidance) and good practice business continuity guidelines.

Corporate plans and arrangements are well developed to assist with the Council's co-ordination and management of resources during and after emergencies and business interruptions. Individual services maintain local business continuity plans and arrangements to protect delivery of critical services (typically these will be services that must be delivered even during times of disruption / emergencies, e.g. health and welfare related and/or statutory duty of care).

Similarly, individual schools are required to ensure continuity of statutory service delivery, ensuring continued compliance with legislative requirements.

Development of this Business Continuity Plan brings together a range of continuity measures already in place within schools into a single document that enables consistency of approach across all Birmingham schools and serves as assurance to parents, teachers and governors that the school has contingency measures in place.

2. Business Continuity Management (BCM) Responsibilities

The Head Teacher is responsible for ensuring local testing of plans and reviewing / updating annually or if any significant staff changes occur - whichever happens first.

The Business Continuity Plan (BCP) is updated in line with the school's business planning and risk register review process to ensure that BCP priorities consider key school activities and risks.

3. Plan Distribution

Electronic copies of the Business Continuity Plan (BCP) are distributed to all school staff listed in the table below.

BCP Key Contacts and Distribution List		
Name	Position	Email / Tel
Yewande Lawal	Headteacher	y.lawal@brearley.bham.sch.uk
Tracey Davies	School Administrator	t.davies@brearley.bham.sch.uk
Judy Perks	Building Service Supervisor	j.perks@brearley.bham.sch.uk
Craig Jones	School Business Manager	c.jones@brearley.bham.sch.uk
Antoinette Cole	Senior Nursery Officer/Nursery Manager	a.cole@brearley.bham.sch.uk
Nishma Patel	Chair of Governors	n.patel@brearley.bham.sch.uk

Formatted: Indent: First line: 1.27 cm

4. Aim

The aim of this plan is to help the Head Teacher and school staff to respond to incidents that disrupt the daily operation and smooth running of normal business. This will be achieved by:

- Creating an awareness of the need for planned arrangements to be made;
- Providing re-assurance of the practical help that is available from the Children and Young People Directorate of Birmingham City Council and other agencies at short notice;
- Passing on advice based upon previous experience; and
- Giving guidance on other sources of information and help.

Emergencies have impacts that go beyond those individuals and activities directly affected. Further, everyday 'minor' incidents can cause significant disruption to normal business resulting from:

- Denial of access to buildings;
- Denial of access to transport;
- Absence of key staff;
- Loss of critical data;
- Loss of ICT facilities (telephony, hardware, network, Internet access);
- Loss of utilities (power and water);
- Loss of key suppliers; and
- Failure to provide contracted services to other organisations.

5. Scope

This Plan addresses activities undertaken directly by the school in fulfilling its statutory duties, legal and contractual obligations. The school profile is outlined in **Appendix A** and information on critical school activities is contained in Section 3.

Arrangements for the management of incidents occurring outside of school premises e.g. school trips.

6. Information Security

In the event of a business interruption, all reasonable steps must be taken to ensure that consideration is given to safeguarding and protecting data, safeguarding and protecting data, both manual and electronic.

7. Personal Information

In order for this plan to be effectively managed it will need to contain personal contact details of individuals. The following guidance is provided to assist in ensuring that only necessary personal information is contained with this plan.

Employees:

- Contact details related to work emails, phone numbers or mobile phones can be included.
- Contact details related to personal emails, home addresses and home or personal mobile phones should only be included if:
 - a) These details are considered necessary in order for the plan to be activated;
 - b) The employee has been consulted and has agreed to their inclusion.

Non – school employees who need to be contacted on activation of this plan will need to:

- a) be informed of the information being included;
- b) consent to the information being included;
- c) be advised who will have access to this information.

Contact details of employees and non-school employees contained within this plan will only be used in the event of this plan being activated. Use of this information is not permitted for any other purpose.

8. Plan Administration

Awareness Raising and Specialist Training

Awareness of Business Continuity Management (BCM) should be embedded within the school's management culture. General information, advice and guidance will be issued as appropriate. Key staff within the school may need to be offered specialist Business Continuity Management (BCM) training as and when operational requirements determine the need.

Plan Validation

To ensure that the plan remains 'fit for purpose' regular validation by exercise will occur in accordance with a schedule as agreed between the school management team the Governing Body.

Performance Review and Maintenance

Following activation, there will be a review / debrief by the Head Teacher or a nominated individual to identify what went well and areas for improvement. The review / debrief will be documented and reported to the Chair of Governors

This Plan will be subject to annual revision to ensure the accuracy of the information held within it and developments in recognised good practice are incorporated. This will be undertaken by the Head Teacher or nominee.

Section 2: Activation

1. Responsibility for activating the Plan

1. ~~.....~~ Yewande Lawal
2. Judy Perks
- ~~4-3.~~ Antoinette Cole ~~..... of~~
- ~~2.~~ ~~..... of~~

their nominees their nominee at the time of the event.

Formatted: Indent: Left: 0.63 cm, No bullets or numbering

Activation of this plan will involve a meeting that will initially call together:

Yewande Lawal - Head teacher-07725996464
Nishma Patel- Chair of Governors-
Judy Perks- Building service supervisor
Tracey Davies- School Administrator
Antoinette Cole –Nursery Manager
Michelle Hanks – Higher Level Teaching Assistant
(list contact names, designation, business / home / mobile tel no's, etc)

Notification of a business interruption may originate from any source although it is envisaged that it will come from site staff during occupation or from one of the emergency services during unoccupied periods. It is essential that the Headteacher (Yewande Lawal) ~~i-xxxx-i~~ is contacted when a major emergency is declared.

During normal office hours, notification or requests for assistance can be made by telephoning the , Education & Skills Directorate, School and Governor Support Team on 303 4962 or 303 2541. 303 4692 or 303 2541. Brearley Nursery School First Point of Contact (FPOC) is Adrian Axinte Outside of normal office hours, or if there is difficulty in making contact during normal office hours, notification or requests for assistance can be made by telephoning 0121 303 4149 and asking for the Duty Emergency Planning Officer to be notified.

2. BCP Activation Checklist

Start a log of any actions taken, damage, decisions, who has been informed, etc. (inc. date, time, person).

3. Communication

Communication with service users of interruptions to services will be via
Groupcall

Service Heads will be responsible for notifying staff and internal departments of service disruption.

The following table identifies the school's interdependencies, and who may need to be contacted due to an emergency / disruption affecting the school:

This school is dependent on:	Reason for your dependency
<u>Johal Dairies</u>	<u>Daily milk delivery</u>
<u>Agency Staff</u>	<u>Staff cover</u>
<u>College, school & University students</u>	<u>Work placement</u>
<u>Other schools / organisations that depend on this school:</u>	<u>Reason for their dependency</u>
<u>Fun Hour Session</u>	<u>For Working / College Parents</u>
Other schools / organisations that depend on this school:	Reason for their dependency

Formatted Table

Formatted: Position: Horizontal: Left, Relative to: Margin, Vertical: -1.27 cm, Relative to: Margin, Horizontal: 0.32 cm, Wrap Around

14.4. Roles and responsibilities

Role of Head Teacher / Business Continuity Co-ordinator (BCC)

The primary role of the Head Teacher / Business Continuity Co-ordinator (BCC) is to oversee the activities of school staff in dealing with the impact of the disruption. This involves:

- Activation of this plan to provide appropriate command and control;
- Impact assessment of immediate consequences and further potential damage (**see Appendix B**);
- Implementation of appropriate response strategies; and
- Restoration of normal operations once disruption has been dealt with.

Business Continuity Management (BCM) Team

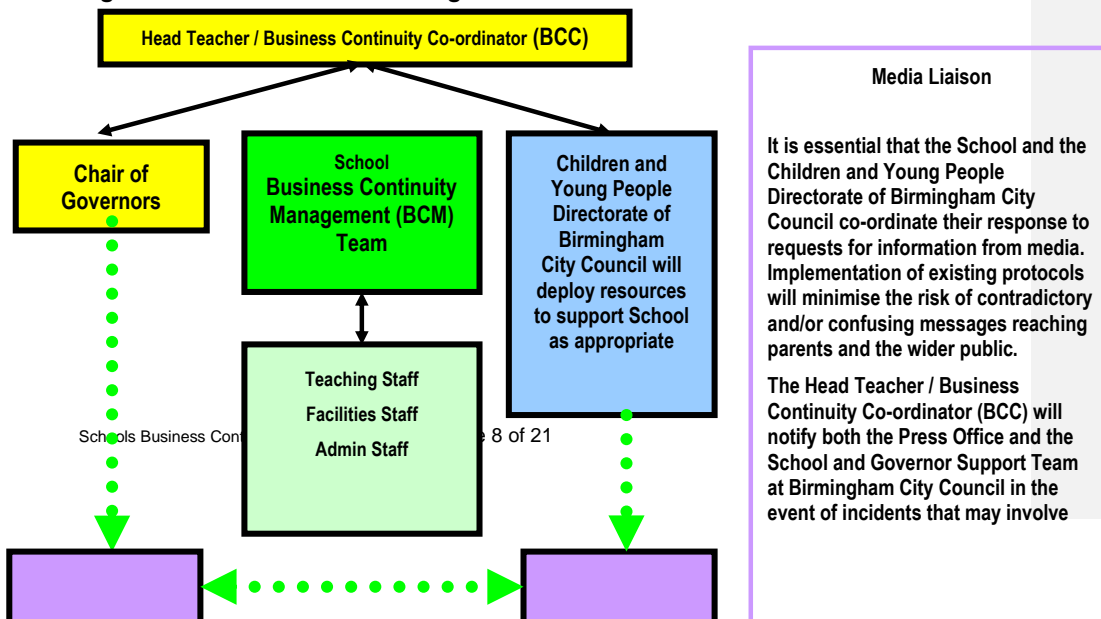
This Team will co-ordinate the response to the disruption. The size of the Team will be determined by the nature of the disruption but is likely to contain a minimum of:

- Head Teacher / Business Continuity Co-ordinator;
- log keeper;
- media liaison co-ordinator; and
- administrative staff.

Role of the Education and Skills Directorate of Birmingham City Council

Where the nature of the disruption warrants it, the school will be supported by the Children and Young People Directorate of Birmingham City Council.

Figure 1: Plan activation showing information and communication flows:



Section 3: School activities

1. Assessment of Activities

The School has identified the activities it undertakes that are critical to its operations. Inability to maintain these will diminish the reputation of the school.

The School is primarily focused on the preparation and delivery of lessons throughout the school year. It may be possible to differentiate the level of criticality based on the age profile of pupils and proximity to key examinations (GCSE etc).

Other activities, e.g. Registration of Attendance and Maintenance of Attendance Records, may be statutory requirements which must be undertaken on a frequency basis, e.g. daily, weekly etc.

2. Dynamic Assessment

During periods of disruption, the Head Teacher / Business Continuity Co-ordinator (BCC) may re-determine the priority of actions on the basis of immediate need and availability of resources. The following priorities should be addressed at all times during activation of this Plan:

- pupil and staff safety;
- maintaining provision of education and pupil welfare; and
- minimising financial loss.

3. Critical activities

The following table assists with the identification of:

- Which school activities are critical (must be maintained at times of disruption)?
- How disruption affects these activities over time and against a range of business disruption risks (i.e this is the *Business Impact Analysis*).
- The resources required to return to normal levels of service delivery.

Guidelines for deciding if the activity is critical to the school, i.e., What would happen if that section stopped functioning? Consider the impact against each of the headings shown.

<u>Function</u>	<u>Is there an impact on human welfare/ environment/ security?</u>	<u>Legal Implications (delivery is a statutory requirement)</u>	<u>Financial Implications (loss of revenue/ payment of compensation)</u>	<u>Is the function critical for the School?</u>	<u>Comments</u>	<u>Contact Officer (i.e. person responsible for service delivery: Head of Service, Manager, etc)</u>
	<u>Y/N</u>	<u>Y/N</u>	<u>Y/N</u>	<u>Y/N</u>		
<u>Whole school closure due snow/ school/local/national outbreak of disease</u>	<u>Outbreak of infection – rapid spread of virus</u>	<u>Y</u>	<u>Y</u>	<u>Y</u>	<u>Online learning for children self-isolating.</u> <u>Staff work from home if there is a school, local or national lockdown.</u>	<u>Head teacher/</u> <u>School BSS /Admin team</u> <u>School Business manager</u>
<u>Scarcity of Health and safety equipment –</u>	<u>Outbreak of infection – rapid spread of virus</u>	<u>Y</u>	<u>Y</u>	<u>Y</u>	<u>Tissues, paper towels,</u> <u>Antibacterial gel,</u> <u>handwashing soap, PPE</u>	<u>Head teacher/</u> <u>School BSS</u> <u>School Business manager</u>
<u>Electricity</u>	<u>Y</u>	<u>N</u>	<u>N</u>	<u>Y</u>	<u>Computer access</u> <u>Hot water for toilets, cleaning and kitchen.</u> <u>Provides lighting</u> <u>Runs alarm system</u> <u>Main heating system</u> <u>Kitchen facilities</u>	<u>Head teacher/</u> <u>School BSS</u> <u>School Business manager</u>
<u>Water</u>	<u>Y</u>	<u>Y</u>	<u>N</u>	<u>Y</u>	<u>Access for toilet and handwashing</u> <u>Kitchen facilities</u>	<u>Head teacher/</u> <u>School BSS</u> <u>School Business manager</u>

Critical activities summary

Guidelines for deciding if the activity is critical to the school, i.e., What would happen if that section stopped functioning? Consider the impact against each of the headings shown.

Function	is there an impact on human welfare/ environment/ security?	Legal Implications (delivery is-a statutory requirement)	Financial Implications (loss-of revenue/ payment-of compensation)	Is the function critical for the School?	Comments	Contact Officer (i.e. person responsible for service delivery: Head of Service, Manager, etc)
	N/A	N/A	N/A	N/A		
	-	-	-	-	-	-
					-	-
					-	-

Formatted Table

Formatted: Indent: First line: 1.27 cm

Business Impact Analysis

	Priority	1	2	3	4
	Function / description of service	<u>Group/ Whole School Closure-</u>	<u>Scarcity/Lack of Health and safety equipment –COVID 19-</u>	<u>Water and electricity -</u>	
Effect on service delivery if....	Shutdown for 24hours	<u>Education disrupted-</u>	<u>Reduce Spread of virus Education disrupted -</u>	<u>Unhappy parents Education disrupted -</u>	
	Shutdown for up to 3 days	<u>Education disrupted-</u>	<u>Reduce Spread of virus Education disrupted-</u>	<u>Unhappy parents Education disrupted-</u>	
	Shutdown for 4 days or more	<u>Education disrupted-</u>	<u>Reduce Spread of virus Education disrupted-</u>	<u>Parents could change childcare provider Education disrupted-</u>	
How is the function affected by the following disruptions?	There is a Fuel shortage? Are key staff critical car users?	-	-	<u>HT 100 miles</u>	
	Utility failure (Power, Water, Gas, Telecoms)	-	-	<u>Closure Possibility of using Children Centre and Local Primary School's hall-</u>	
	Long term and / or significant staff absence. What are minimum staffing no's?	<u>Unhappy parents Education disrupted -</u>	<u>Unhappy parents Education disrupted -</u>	<u>1:13 for 3-4 year olds 1:4 for 2 year olds Use of supply agency-</u>	
	Key building(s) unavailable? Is there an agreed alternative? Can key staff work from home?	<u>Yes – shielding staff to work from home All staff to work from home Children to access online learning – Education City/zoom online learning -</u>	<u>Yes – shielding staff All staff to work from home Children to access online learning – Education City/zoom online learning -</u>	<u>One local Primary school within walking distance. -</u>	
	Severe weather (Flooding, Heavy Snow, Heatwave)	<u>Risk assessments in place BSS and cleaner BCC – flow chart-</u>	<u>Risk assessments in place BSS and cleaner BCC – flow chart-</u>	<u>Risk assessments in place BSS and cleaner BCC – flow chart</u>	

Formatted Table

			<u>Symptomatic Educational Pathway-</u>	<u>BCC Risk assessment regularly updated-</u>	
	Supply chain failure	-	-	n/a-	
	IT failure – is the IT system protected with Service Birmingham’s Disaster Recovery Plan (SBD RP)? If not under SBD RP, then what local arrangements are in place?	-	-	<u>Network ICT protection in place-</u>	

Recovery requirements

Critical Activities:					
Time	Staff	Premises	Equipment	Transport	Other
First 24 hours	<u>Notify BCC (school and governor support), parents and key stakeholders.</u> <u>Notify company to support main function.</u> <u>Notify public Health Education all positive cases of an outbreak immediately –</u> <u>Test and Trace- staff/parents /children-</u> <u>Knowledge of alarm</u>	<u>Secure but accessible for remedial works</u> <u>Liaison with St Chad’s Primary School and St George’s Primary School for temporary use of rooms.</u> <u>Except for COVID 19- Blanket closure of school- children access online learning from home.</u> <u>Deep clean school-for positive cases of COVID 19</u>	<u>Emergency contacts for parents via groupcall.</u> <u>Spare door keys.</u> <u>Use of telephones, school mobiles.</u> <u>Notify School and governor support team/Public Health Education .</u> <u>Deep clean school-for positive cases of outbreak.</u>		

Formatted Table

	<u>system to activate/deactivate.</u>	<p><u>Contact ADT/ Crown Security</u></p> <p><u>Notify School and governor support team/Public Health Education – COVID 19</u></p>			
24 – 48 hours	<u>Timeline established for disruption.</u>	<p><u>Plan the footprint statutory requirements for floor space and toilets for children.</u></p> <p><u>Except for COVID 19- Blanket closure of school- children access online learning from home. Staff to work from home.</u></p> <p><u>Deep clean school-for positive cases of COVID 19</u></p>			
Up to 1 week	<u>Relocate if possible to St Chad’s Primary School and St George’s Primary School for temporary use of rooms.</u>	<u>Relocate to St Chad’s Primary School and St George’s Primary School for temporary use of rooms.</u>			

		<p><u>Except for an Outbreak</u> <u>Blanket closure of school-</u> <u>children access online</u> <u>learning from home. Staff</u> <u>to work from home.</u></p> <p><u>Deep clean school-for</u> <u>positive cases of COVID 19</u></p>			
Up to 2 weeks	<p><u>Relocate if possible to</u> <u>St Chad's Primary School</u> <u>and St George's Primary</u> <u>School for temporary use</u> <u>of rooms.</u></p> <p><u>Occupational health</u> <u>referral for-FOR STAFF</u></p>	<p><u>Relocate to St Chad's</u> <u>Primary School and St</u> <u>George's Primary School</u> <u>for temporary use of</u> <u>rooms.</u></p> <p><u>Except for an Outbreak</u> <u>Blanket closure of school-</u> <u>children access online</u> <u>learning from home. Staff</u> <u>to work from home.</u></p> <p><u>Deep clean school-for</u> <u>positive cases of an</u> <u>Outbreak</u></p>			

--	--	--	--	--	--

4. Risk Analysis

The aim of the risk analysis is to identify the events that could adversely disrupt the schools' critical activities, and identify how those activities could be made more robust to disruption.

The risk analysis should consider risks such as those identified as part of the School's Risk Register and where applicable the Children and Young People Directorate Risk Register.

(This is linked to the Business Impact Analysis earlier in this plan)

Hazard (examples)	Controls in place	Further control measures possible	Key contacts (for recovery not emergency assistance)
Fire			
Loss of Building(s)			
IT Failure - general			
Power Failure			
Loss of Key Staff			
Significant levels or long term staff absence			
Loss of Documentation			
Telecoms failure			
Flooding			
Fuel shortage			
Supply chain failure (equipment; agency staff; catering, etc)			
Loss of funding or income			

Appendix A: School Profile

School Name	
Address	Identify additional locations if school operates on more than one site
DFE Number	
School Status	LA, PFI, BSF, Religious, Special etc
Pupil Profile	Roll number and ages taught
Opening Hours	Roll number and ages taught
Other Features	Additional Resourced Centre (ARC) - Specialism; Nursery (number of children); Breakfast Club (number of children); After School Club (number of children); Is school used for Adult Education Classes.
Head Teacher	Name
Management Team	?
Teaching Staff	?
Facilities Staff	?
Administrative Staff	?
Other Staff	?
Chair of Governors	
Board of Governors	?
Emergency Role	Is the school designated as a Rest Centre in the Council's Emergency Response Plan?
Other Information	Any other information considered relevant

(It may be more useful to attach an existing document that has school profile information rather than duplicating information here)

Appendix B: Impact Assessment

Monitoring Impact

The Head Teacher / Business Continuity Co-ordinator (BCC) will monitor the level of impact on normal operations. This will include resources diverted to respond to the incident and those assets that have been depleted (either damaged/destroyed or merely subject to temporary denial of access). Dynamic assessment of the extent of disruption will establish the need for intervention. This can then be viewed in the context of resources available to fully restore normal operations.

- Pupil welfare
- Staffing issues
- Security
- Health and safety
- Premises
- IT systems
- Electronic and paper records
- Utilities
- Classroom and administration office equipment
- Transport
- Interdependency Issues
- Media and reputation issues
- Finance
- Forthcoming events / scheduled critical activities
- Statutory reporting / performance data

Premises – Information provided by BCC [3DAcivico](#) Team:

1. If you are a member of the Schools Emergency Property Service (SERPS) (Administered by Acivico/[3D](#))

The scheme helps schools stay open and provide a warm and safe environment in which young people can learn. It also helps head teachers and the school's governing body meet their building related statutory obligations.

When an emergency occurs (such as a boiler breakdown, roof leak or asbestos incident), schools in the scheme are brought back to full operating capacity as soon as possible.

In the event of a major occurrence, Acivico/[3D](#) will act as your professional property advisor and will assist you in discussions with the Education Asset Management Team.

Emergency Help Desk Telephone Number: 0121 303 6425

8 am to 4:30 pm (Monday to Thursday)

8 am to 3.30 pm (Friday)

**Emergency Help Desk out of office hours:
0121 303 4149**

2. If you are NOT a member of the Schools Emergency Property Service

For advice please contact:

- 0121 303 6777 **Schools in North Birmingham**
- 0121 303 6482 **Schools in South Birmingham**
- 0121 303 7320 **Electrical & mechanical issues (all schools)**